INTRODUCTION TO GLOBAL DEVELOPMENT
INTA 2050
Spring 2019
Mondays, Wednesdays, Fridays
10:10-11:00am
Clough Commons, Room 102
There are no prerequisites for this course
This course fulfills the Social Science requirement at Georgia Tech

Instructor: Alberto Fuentes (alberto.fuentes@inta.gatech.edu)
Office Hours: Wednesdays, 11a – 1p or by appointment in office 316, Habersham (781 Marietta St)

Overview
This course introduces students to the history, theory and practice of international development. Students will examine the different meanings and objectives of global development, paying particular attention to economic growth, poverty alleviation, inequality reduction, capability enhancement, the defense of human rights and sustainability. They will also learn about competing theories of development, with an emphasis on the modernization, dependency, neoliberal and post-development paradigms. Students will similarly explore how different actors, such as the state, non-governmental organizations (NGOs), official development assistance (ODA) agencies, multilateral agencies, and business, participate in the field. Through real-world cases, the course will address the objectives, implementation processes and consequences of development initiatives and projects. This introductory course will prepare students to better understand, assess and participate in the project of global development. Students will also be ready for more advanced courses on the subject.

Learning Outcomes
Students will be able to:
1. Demonstrate the ability to describe the social, political, and economic forces that influence social behavior and the global system
2. Describe, measure and assess the different goals pursued in international development
3. Understand and critically evaluate some of the prevalent theories in the field
4. Use this knowledge to analyze and address issues of immediate international concern.
5. Describe key international bilateral and multilateral institutions, states, firms, and civil society organizations and explain how they frame development issues
6. Express their arguments clearly and effectively both in written reports and class discussions

Readings: All required readings will be available on the class website on Canvas.
Requirements:

- Attendance and Participation (10%): Attendance is required, and students must complete the assigned readings before class in order to participate in class activities. Absences will count against students’ participation score.
- Worksheets (15%): Throughout the course, students will participate in different in-class activities, including discussions, small group projects and case analyses. In some of those activities, students will be required to complete written worksheets. There are three possible grades for the worksheets: check plus (✓+), check minus (✓-) and 0. There will be 16 worksheets spread out throughout the semester. The lowest worksheet score will be dropped.
- Quizzes (10%): Students will complete 11 pop quizzes throughout the course. These short quizzes will have two short answer questions related to the readings for the class. The lowest quiz score will be dropped.
- Midterm Exam (15%): The midterm exam will take place on Friday, February 1. More details will be provided one week before the exam.
- Essay (15%): On Friday, March 8, students will turn in a four-page essay. The question to motivate the essay will be provided on Friday, March 1, one week before the due date.
- Group project (15%): This project will require students to work in groups and conduct applied research. Students will be assigned to a group on Friday, March 15, and will be expected to produce a progress report (due on Monday, April 8), as well as a final written summary and presentation of the findings (due on Sunday, April 14).
- Final exam (20%): The final exam will take place on Friday, April 26 from 8 – 10:50 a.m. Students will be required to write two essays. Possible questions for the essays will be provided on Friday, April 19.

ADAPTS

The instructor will work with ADAPTS so that all students have an equal opportunity for success. For information on ADAPTS, see http://www.adapts.gatech.edu/

Academic integrity and Honor Code

While students are encouraged to work together and collaborate with each other, you should clearly differentiate your work from that of others, including your peers and bibliographical sources. Complete and accurate representation of all direct quotations and paraphrased material is required. Plagiarizing will be addressed in accordance with the Georgia Tech Honor Code (http://honor.gatech.edu/plugins/content/index.php?id=9)

Statement on Diversity and Inclusion

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may manifest here as they do in broader society.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td><strong>CONCEPTS AND MEASUREMENTS</strong></td>
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<tr>
<td>January 7 – 13</td>
<td>M</td>
<td>Introduction: Three central questions</td>
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<tr>
<td></td>
<td>W</td>
<td>Colonialism and the roots of the field of development</td>
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<td>The Cold War and the capitalist origins of development</td>
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<td><strong>Week 2</strong></td>
<td>January 14 – 20</td>
<td><strong>National production, GDP and growth</strong></td>
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<td>M</td>
<td>The Economist, “Keeping up with the Karumes,” October 29, 2015.</td>
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<td>W</td>
<td>Kennedy, B. “Speech at the University of Kansas,” March 18, 1968.</td>
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<td>F</td>
<td>Casazza, A. “How are all countries, rich and poor, to define poverty?” 2015.</td>
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<td>(<a href="http://www.undp.org/content/undp/en/home/blog/2015/10/16/How-are-all-countries-rich-and-poor-to-define-poverty-.html">http://www.undp.org/content/undp/en/home/blog/2015/10/16/How-are-all-countries-rich-and-poor-to-define-poverty-.html</a>)</td>
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<td>Banerjee and Duflo. The economic lives of the poor, October 2006.</td>
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<td><strong>Week 3</strong></td>
<td>January 21 – 27</td>
<td><strong>HOLIDAY</strong></td>
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<td></td>
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<td>Newport, D. “Sustainability’s new rules, 50 years old.” November 18, 2014.</td>
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## THEORIES OF DEVELOPMENT

### Week 5
**February 4 – 10**

<table>
<thead>
<tr>
<th>Day</th>
<th>Theory</th>
<th>Readings</th>
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### Week 6
**February 11 – 17**

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<tr>
<th>Day</th>
<th>Theory</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>M</strong></td>
<td>Dependency Theory: Tenets</td>
<td>Isbister, J. <em>Promises Not Kept</em>, Bloomfield, CT: Kumarian Press, 2003 (pp. 41 – 49)</td>
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<td>Week 7</td>
<td>February 18 – 24</td>
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<td><strong>M</strong></td>
<td>Critique of Statism and the Tenets of Neoliberalism</td>
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<td><strong>W</strong></td>
<td>Applications of Neoliberalism: privatization, deregulation and trade liberalization</td>
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<td></td>
<td>Baugadinova et al. &quot;How to reform in 3 months... Azerbaijan registers businesses faster by setting-up a one-stop shop.&quot; World Bank.</td>
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<td><strong>F</strong></td>
<td>Neoliberalism: A critique</td>
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<th>Week 8</th>
<th>February 25 – March 3</th>
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<td><strong>M</strong></td>
<td>Post-Development Theory</td>
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<td><strong>W</strong></td>
<td>Application of Post-Development: Rise Up and Care!</td>
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<td><strong>F</strong></td>
<td>Critique of Post-Development Theory</td>
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<td>ESSAY QUESTION PROVIDED</td>
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</table>
### Week 9
**March 4 – 10**

Priest, T. “Petrobras in the History of Offshore Oil” in ed. Schneider, B. *New Order and Progress: Development and Democracy in Brazil*. Oxford University Press, 2016. (pp. 53-77) 
ESSAY DUE |

### Week 10
**March 11 – 17**

| W | Failed States | *The Economist*. "From chaos, order; Rebuilding failed states," March 5, 2005. 

### The Collective Actors

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<thead>
<tr>
<th>Week 10 M</th>
<th>The State</th>
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| W | Failed States | *The Economist*. "From chaos, order; Rebuilding failed states," March 5, 2005. 

### Spring Break
**March 18 – 24**
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<td></td>
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<td>F</td>
<td>Civil society, NGOs and micro enterprises</td>
<td>Yunus, Muhammad. <em>Banker To The Poor</em>. Penguin Books India, 2007 (read Chapters 4 and 5).</td>
</tr>
<tr>
<td>Week 12</td>
<td>April 1 – 7</td>
<td>M</td>
<td>Case: The Millennium Villages Project</td>
<td>Munk, N. <em>The Idealist: Jeffrey Sachs and the Quest to End Poverty</em>.</td>
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<td></td>
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<td>W</td>
<td>The perils of development from below</td>
<td>Sanyal, B. &quot;The Myth of Development from Below” (read pp. 1-10)</td>
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<td>F</td>
<td>NO CLASS</td>
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GROUP PROJECT PROGRESS REPORT DUE |
| | | W | Guest: John Rice | TBD |
| | | F | Group Projects – Prep Class | |
| Week 14 | April 15 – 21 | M | Student Presentations | |
| | | W | Student Presentations | |
| | | F | Wrap-Up | FINAL EXAM QUESTIONS PROVIDED |